



Bridge Creek Elementary

121 Bombing Range Road
Elgin, SC 29045

Grades	PK-5 Elementary School	
Enrollment	441 Students	
Principal	Dr. Felix Figueroa	803-462-3900
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Melinda Anderson	803-736-5530

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

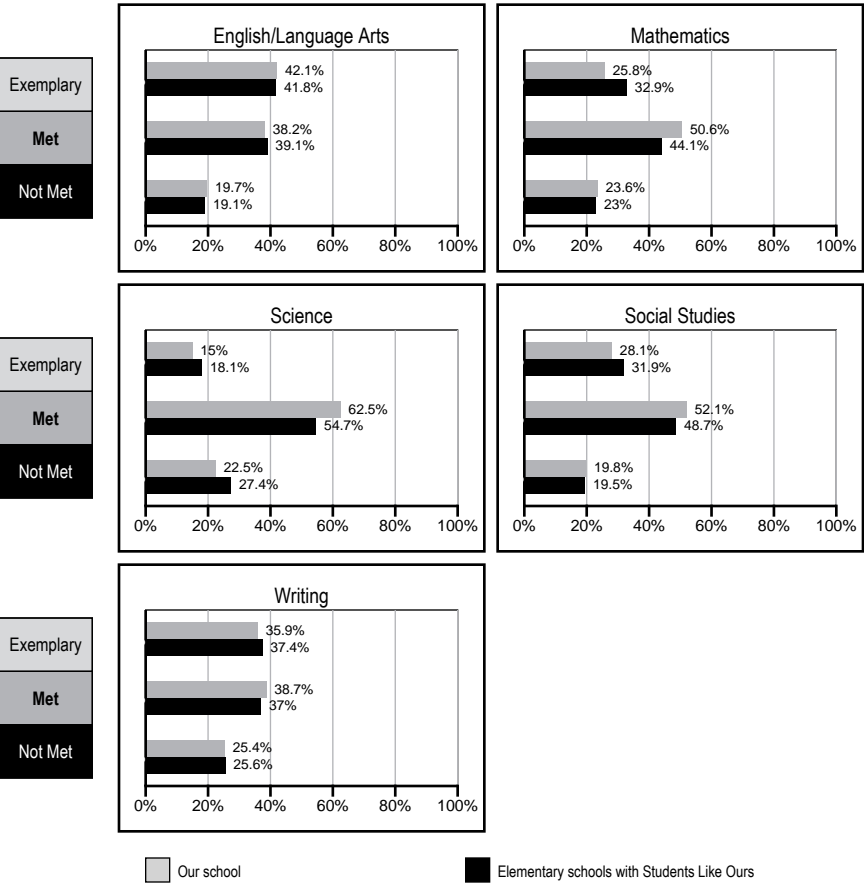
89.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
14	27	54	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=441)				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	0.9%	N/A	1.8%	1.9%
Attendance rate	96.6%	N/A	96.3%	96.3%
Eligible for gifted and talented	6.1%	N/A	12.7%	10.0%
With disabilities other than speech	7.9%	N/A	7.8%	7.7%
Older than usual for grade	0.3%	N/A	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	62.2%	N/A	58.5%	59.4%
Continuing contract teachers	48.6%	N/A	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.9%	85.9%
Teacher attendance rate	96.6%	N/R	95.3%	95.1%
Average teacher salary*	\$43,938	I/S	\$47,137	\$47,149
Professional development days/teacher	8.8 days	N/R	10.3 days	11.1 days
School				
Principal's years at school	1.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	N/R	19.1 to 1	18.8 to 1
Prime instructional time	92.8%	N/R	90.5%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$6,900	\$7,458
Percent of expenditures for instruction**	N/A	N/A	69.4%	68.8%
Percent of expenditures for teacher salaries**	N/A	N/A	64.2%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The first year at Bridge Creek has been a wonderful experience, and we are looking forward to the start of our second year. We were able to establish a school culture that is focused on teaching and learning and which created pride among our students and staff.

We are excited about the formation of the first SIC and PTO, which is comprised of parents and business partners committed to meeting the needs of our children. Our SIC was able to conclude its first year with a school uniform initiative which was supported by over 70% of our K-4 families.

Our first year was filled with first time events and the formation of extra curricular activities involving children. Groups of our children were able to participate in Art Club, Chorus, Student Council, Safety Patrol, Peer Mediators, Recycling Club, Stock Market Team, and our student-led morning news program.

We are waiting for our school results on the state assessment PASS and we anticipated that we will do well.

Dr. Felix Figueroa, Principal
Mrs. Tammy Mancuso, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	61	59
Percent satisfied with learning environment	100.0%	82.0%	94.5%
Percent satisfied with social and physical environment	100.0%	88.3%	88.1%
Percent satisfied with school-home relations	100.0%	93.3%	89.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	193	100	19.6	38.5	41.9	89.9	86	82.8	Yes	Yes
Gender										
Male	105	100	23.7	37.1	39.2	88.7	82.8	79.3	N/A	N/A
Female	88	100	14.6	40.2	45.1	91.5	89.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	23	100	13.6	31.8	54.5	86.4	94.5	89.5	I/S	I/S
African American	154	100	21.7	42	36.4	89.5	81.9	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.2	92.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	82.5	I/S	I/S
Disability Status										
Disabled	22	100	47.6	33.3	19	57.1	51.6	52	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	80.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	117	100	22.9	44	33	87.2	77.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	193	100	23.5	50.8	25.7	84.4	80.9	78.9	Yes	Yes
Gender										
Male	105	100	25.8	49.5	24.7	81.4	78.4	77	N/A	N/A
Female	88	100	20.7	52.4	26.8	87.8	83.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	23	100	18.2	54.5	27.3	95.5	93.2	87.2	I/S	I/S
African American	154	100	25.2	51.7	23.1	82.5	74.4	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	74.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	79.5	I/S	I/S
Disability Status										
Disabled	22	100	38.1	52.4	9.5	61.9	46.8	45.5	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	80.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	117	100	30.3	46.8	22.9	79.8	70.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	130	100	22.3	62.8	14.9	77.7	73.4	67.5
Gender								
Male	70	100	28.4	55.2	16.4	71.6	72.4	67
Female	60	100	14.8	72.2	13	85.2	74.5	68
Racial/Ethnic Group								
White	13	100	8.3	83.3	8.3	91.7	91.1	79.5
African American	105	100	26.3	62.6	11.1	73.7	64.1	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.2	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	67.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	71.2
Disability Status								
Disabled	13	100	N/AV	N/AV	N/AV	66.7	41.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	69.4	59.6
Socio-Economic Status								
Subsided meals	73	100	30.4	60.9	8.7	69.6	59	55.1

Social Studies								
All Students	130	100	19.8	52.1	28.1	80.2	79.1	72.3
Gender								
Male	74	100	25	45.6	29.4	75	77.8	71.5
Female	56	100	13.2	60.4	26.4	86.8	80.3	73.2
Racial/Ethnic Group								
White	16	100	6.3	50	43.8	93.8	90.6	80.7
African American	105	100	22.7	54.6	22.7	77.3	72.9	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.4	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	74.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	17	100	25	50	25	75	50.2	43.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	77.9	67.9
Socio-Economic Status								
Subsided meals	79	100	25	50	25	75	68.6	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	195	99.5	25.4	38.7	35.9	74.6	75.5	70.2	96.6	97.4
Gender										
Male	106	100	31.6	36.7	31.6	68.4	69	63.2	96.6	97.3
Female	89	98.9	18.1	41	41	81.9	82.3	77.5	96.6	97.5
Racial/Ethnic Group										
White	23	95.7	31.8	27.3	40.9	68.2	88.1	79.1	95.8	97.3
African American	154	100	26.6	41.3	32.2	73.4	68.9	57.6	96.7	97.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.6	86.2	96.9	98
Hispanic	9	I/S	I/S	I/S	I/S	I/S	67.1	62.6	96.8	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	68.7	N/A	97.1
Disability Status										
Disabled	20	95	61.1	27.8	11.1	38.9	29.4	26.1	95.3	96.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	98.9	98.9
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	70.4	61.2	97.7	97.4
Socio-Economic Status										
Subsidized meals	119	100	34.5	39.1	26.4	65.5	62.3	58.9	96.3	96.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	65	100	19.3	31.6	49.1	80.7
	4	67	100	31.7	38.1	30.2	68.3
	5	61	100	6.8	45.8	47.5	93.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	65	100	38.6	38.6	22.8	61.4
	4	67	100	14.3	61.9	23.8	85.7
	5	61	100	18.6	50.8	30.5	81.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	33	100	31	51.7	17.2	69
	4	67	100	23.8	61.9	14.3	76.2
	5	30	100	10.3	75.9	13.8	89.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	32	100	7.1	53.6	39.3	92.9
	4	67	100	22.2	55.6	22.2	77.8
	5	31	100	26.7	43.3	30	73.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	65	98.5	31.6	28.1	40.4	68.4
	4	68	100	28.1	48.4	23.4	71.9
	5	62	100	16.7	38.3	45	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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